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ABSTRACT

This booklet describes some recent participant planned staff development activities in Massachusetts. To varying degrees, programs are initiated, governed, and designed by participants. In the first section, profiles are presented of six programs which represent a cross-section of models serving small, medium, and large school systems. Included in this section are programs which highlight self-help groups, curriculum development, coordination of inservice activities, and peer training. Program abstracts in the second section provide information on other programs including purpose, training structure, number of participants, and funding source. The final section lists teacher center and Teacher Corps programs in Massachusetts as well as educational collaboratives and locally-based organizations with extensive experience in staff development. (JD)

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RESOURCES FOR SCHOOLS

MASSACHUSETTS DEPARTMENT OF EDUCATION

#18 PARTICIPANT PLANNED STAFF DEVELOPMENT

MASSACHUSETTS DISSEMINATION PROJECT

AUTUMN 1980

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.

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INTRODUCTION

"This indenture witnesseth that John Campbel, son of Robert Campbel of the City of New York, with Consent of his father and mother hath put and bind himself Apprentice to George Brownell of the same city Schoolmaster to learn the Art Trade or Mystery . . . for and during the term of ten years . . . And the said George Brownell Doth hereby Covenet and Promise to teach and Instruct or cause the said Apprentice to be taught and Instructed in the Art Trade or Calling of a schoolmaster by the best way or means he or his wife or can." (New York City indenture of apprenticeship, July 18, 1772).[1]

Teachers training teachers is a concept that preceded the American Revolution. During the more than two centuries that have passed since John Campbel served his master teacher, the training and retraining of teachers has responded to changing pressures and theories in society and the educational system.

Today, peer training in both formal and informal modes is again in the forefront of progressive, teacher-designed and supported in-serivce activities. As the purpose, structure, setting and content of staff development activities have changed repeatedly in two hundred years, the simple premise of teachers learning from each other has often been obscured by other factors and influences. The growth of institutions of higher education, the explosion of teacher unionism and the resulting adversary roles of teachers, administrators and school committees have all had a profound impact on staff development activities from the early days of the teaching profession.

The first generation of American teachers were, at best, graduates of liberal arts colleges, or, like John Campbel, began as apprentices with little formal training. These teachers were often advised by laymen in the community about the best methods of "handling the students."[2]

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[1]Ellwood P. Cubberly, Readings in the History of Education (Cambridge, Massachusetts: Houghton Mifflin Company, 1920), p. 386.

[2]Ralph Tyler, "In-Service Education of Teachers: A Look at the Past and Future," Improving In-Service Education: Proposals and Procedures for Change, ed. Louis Rubin (Boston: Allyn-Bacon, 1971), pp. 5-17.

The absence of teacher training institutions in the early nineteenth century allowed in-service activities to develop as informal, individual or group sessions with advisors. Three factors stimulated staff development activities during this time: the continuing growth of knowledge; the growing complexity of social, economic, and political arrangements; and the increase in student enrollments.[3]

These early nineteenth century in-service activities actually preceded pre-service programs, and thus, tended to be remedial in scope and content, geared to bridge the gap between what teachers knew and what they were expected to teach. By the mid-nineteenth century, the need for more extensive teacher learning resulted in more formal programs, particularly two or three day, county-wide institutes. Since these institutes were virtually non-existent until 1860, earliest staff development programs often resembled pre-service training.[4]

Horace Mann, first Commissioner of Education in Massachusetts, cited the need for staff development in 1837. Two years later, with his support, the first "normal" or teacher training school in the United States was established in Lexington, Massachusetts.[5]

As the normal schools appeared across the country, pre- and in-service programs came together in a variety of ways. In-service summer programs, courses, or classes were frequently held in the new normal schools. In fact, pre-and in-service programs were often conducted jointly. In-service became quite formal under this arrangement, and teachers were critical of the rigidity and lack of creativity that prompted a separation between pre- and in-service programs.

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[3]Herman G. Richey, "Growth of the Modern Conception of In-Service Education," in In-Service Education, in Fifty-Seventh Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1957), p.35.

[4]T. M. Stinnett, "Teacher Education, Certification and Accreditation," in Education in the States: Vol. 2, Nationwide Development Since 1900, eds., Edgar A. Fuller and Kim B. Pearson (Washington, D.C.: National Education Association, 1964), pp. 383-401.

[5]John Brubacker, A History of the Problems of Education (New York: McGraw-Hill Inc., 1966), p. 480.

In-service activities temporarily returned to an informal mode during the late nineteenth century. "Reading circles"---or groups of teachers who discussed the emerging body of literature in teacher education, replaced the institutes. This change was significant in that it emphasized group learning among peers, not the formal classroom setting, also shifting the focus of learning from cognitive and remedial to affective and experimental. However, two related factors made this change short-lived. The Land Grant Act of 1860 increased the number of teacher training institutions in the late nineteenth and early twentieth century. Meanwhile, new mandates for teaching certificates brought teachers back to the university to earn their teaching credentials.

A real turning point in in-service teacher education occured in 1936. During that summer, Ralph Tyler convened a six week course at Ohio State University. Termed a "workshop", the course focused on problem-solving and skill development rather than curriculum content. This revolutionary concept had a profound impact on the future of in-service activities for it provided a quasi-institutionalized base for many of the informal activities that had characterized the best staff development endeavors in the past. The workshop then became the primary vehicle for in-service activities.

The mid-twentieth century brought new influences and challenges to in-service teacher training. The launch of Sputnik in 1955 produced serious concern about science education in American schools. The subsequent educational boom in the late fifties and sixties witnessed a massive new investment of federal dollars in curriculum development. Although the workshop was the mode for training teachers in these new trends, staff development shifted to become once more remediation. For the first time, however, national educational priorities were at stake, not individual or local needs.

Expanding federal influence over education at the state and local levels accompanied increasing amounts of federal dollars. The Elementary and Secondary Education Act (1967), the National Defense Education Act (1968), Teacher Corps and the Teachers Training Teachers program gave teachers and trainers wide latitude in designing and implementing training modes and content.

More recent federal mandates in special, bilingual, and metric education are remedial in nature, again focusing on national needs and priorities. While providing significant amounts

of support for staff development, these mandates cover specific pre-determined content areas, rather than the development of skills tailored to individual needs. Moreover, many of these federal grants were directed to institutions of higher education or research and development centers, moving the focal point of in-service away from the classroom and back into the university.

Reacting to the influx of federal dollars and the accompanying influences on their training and development activities, teachers looked elsewhere for staff development models in the late sixties and found the British teacher center. This model relied on locally-initiated, participant-planned in-service activities which gave teachers broad decision-making power and responsibility for their own professional development.

Education officials on the federal level were both impressed and intrigued by the concept of teacher-designed staff development. Responding to the interest in the British models, the United States Office of Education supported the creation of four teacher centers in the early 1970's. These pilots, with considerable modification, led to full-scale federal support for teacher centers. Growing teacher unionism prompted strong participation by teachers in decision-making in center planning and operations. A strong policy board, composed of teachers, curriculum specialists, and university staff became a key element in the enabling legislation for the centers.[6] The board represented the culmination of over one hundred years of intermittent tension between the interests and roles of university personnel and classroom teachers.

Typical center activities reinforce the concept of peer training---teachers training teachers, an old idea whose time has come again. The underlying philosophy of teacher centers and other progressive in-service activities focuses on the strong participatory and decision-making role of the individual undergoing training:

> Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come through in-service programs that identify individual starting points for learning with each teacher;

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[6] The Federal Register, Vol. 43, No. 7, Wednesday, January 11, 1978.

> build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.[7]

Teachers alone, however, cannot make substantial changes without the support and collaboration of others in the educational system. When administrators, school committees, parents, students, and nearby university representatives engage in dialogue or provide resources, staff development has a longer lasting impact on the entire community than when teachers remain isolated.

Programs based on the philosophy embodied in teacher centers are certainly not new. Peer training in groups or individual counseling sessions, or in reading circles, were significant, although informal stages in the evolution of participant planned in-service teacher education. The major difference is the substantial investment of funds by federal, state, and local educators that today supports and extends the peer training method begun so long ago.

This booklet describes some recent participant planned staff development activities in Massachusetts. These programs share the conviction that participants must be at the center of the decision-making process about what to learn, how and from whom to learn it. Activities are characteristically voluntary, recognizing that the individual makes the ultimate decision of whether and what to learn. To varying degrees, their programs are initiated, governed and designed by participants, offering experiences which are substantial and challenging, presented in an interdisciplinary way, with a variety of materials and experiences.

They have another quality in common: their planners recognize that it takes time for people to change and develop. Although specific programs are profiled or summarized here, they were not isolated in their settings. Program activities were planned to invite participants' continual interaction with parents, artists, business representatives, and others outside the school.

The programs and activities described in this booklet were

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[7]Kathleen Devaney and Lorraine Thorn, Exploring Teachers' Centers (San Francisco: Far West Laboratory for Educational Research, 1975).

selected because they embody many of these characteristics. Those included represent only a sampling of many more which were identified by school personnel and other educators throughout the state.

The booklet is divided into three sections. The PROFILES include six programs which represent a cross-section of models serving small, medium, and large school systems. Included in this section are programs which highlight self-help groups, curriculum development, coordination of in-service activities, and peer training. PROGRAM ABSTRACTS provides information on a number of other programs which also met the selection criteria. The information included in this section outlines each program's purpose, its training structure, the number of participants, and the funding source. RESOURCES describes the Teacher Center and Teacher Corps programs in Massachusetts as well as those educational collaboratives and locally-based organizations with extensive experience in staff development.

The Massachusetts Department of Education has produced this booklet for educators and others interested in improving the quality of education by improving the quality of teaching.

SECTION I
PROFILES

These six programs provide a look at how staff development has evolved in various settings with different priorities and needs. Some are self-help groups, some rely on curriculum development workshops, others identify and coordinate system-wide staff development activities. Although these programs developed in different parts of Massachusetts, they share some or all of the characteristics described in the introduction.

THE HEATH SCHOOL GROUP - BROOKLINE

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The teacher group at the Heath School was initiated by teachers to provide on-site support and help for each other as they experimented with new practices in the classroom. The impetus toward change was largely stimulated by their involvement in two related staff development projects in the system dealing with democratic theory and practices in classrooms and schools. They recognized that it is hard to change, that change takes time and is demanding. The skills they needed to introduce, assess, and sustain change were enhanced by sharing their experiences, supporting and learning with one another.

Located next to Boston, Brookline has a distinctly metropolitan atmosphere with a heterogeneous population. Eight K-8 schools serve the town and feed into Brookline High School. The teacher center (described in the RESOURCES section) is located in the Brookline Education Center.

Boston University's Department of Counselor Education faculty were actively involved in the high school's alternative School-Within-A-School. One focus of this alternative school was the town meeting, in which students, teachers, and administrators made choices together regarding basic organizational, community, and curricular issues. They were learning how democracy can function in a secondary school setting. This led to the question of what democracy might look like with elementary school children. Would it be noticeably different for children at different stages of development?

The Brookline Teacher Center and Boston University faculty, aided by foundation funding, initiated a three year project to explore the meanings of democracy with elementary teachers in their schools.

In 1977 a first group of twelve teachers from Brookline's elementary schools, university professors, and teacher center staff met in seminars for two hours a week for half of the year. These sessions focused on Classroom Democracy: Theory and Practice. One of the teachers in this first seminar taught at the Heath School.

Seminars included presentations, readings, and discussions on human development, democratic theory, and organizing classroom meetings. Democracy in this context is based on the work of John Dewey which includes the social aspects of learning-in-community as well as political democracy. The assumption is that democracy must continually be remade and that the classroom offers an ideal setting for students to practice participating in the issues of rights and responsibilities for both the individual and the group. In their seminar meetings teachers studied the developmental theories of Piaget, Kohlberg, Selman, and Loevinger, sharpening their observational skills to better understand their own students' learning styles. They were able to share observations about how children of different ages learn to participate in the democratic classroom.

Each teacher in the seminar designed and initiated a classroom or school-based project as part of his/her participation in the larger program. Project staff assumed that teachers who were attuned to the needs of their students through daily teaching, observation, and interaction could best describe how they participated in democratic communities.

This group continued during the second year of the project and twelve additional teachers began a similar series of seminars. The two groups met separately, although the issues discussed in each were similar. Toward the end of the second year participating teachers were increasingly able to articulate what democratic teaching meant and what their democratic classrooms were like for elementary school children. During the third year of the project, the teachers are authoring a book, each describing what they did and learned about democratic teaching and classrooms.

Concurrently, an inservice course was offered to Brookline teachers by the Assistant Superintendent for Curriculum and Instruction on the "nuts and bolts" of democracy in the classroom. It centered on how to run class meetings, and included practice in active listening skills, conflict resolution, and community-building activities. While all of these inservice activities were voluntary, many of the Heath School teachers who took this "nuts and bolts" course also joined the second year seminar sponsored jointly by Boston University and the teacher center.

Both the seminar and inservice training course offered classroom visits, videotaping, observations, and student interviews as part of their content. Despite the supportive context, a piece was still missing. Sustaining day-to-day changes in classroom practices required a more frequent and on-site support system. One Heath School teacher invited several colleagues involved in establishing democratic procedures in their own classrooms, to meet together one morning a week before school started. They began to help each other think through issues that arose in their own classrooms as they attempted to implement new processes. Each of the teachers in this morning group would bring a problem to the weekly meeting. Together they

would try to find optimal ways of responding to the problem in a democratic manner. As these teachers began to support each other, learn from each other, they also tested further the theoretical ideas under study.

This Tuesday morning group of teachers represented grades two through six. When school started in September of 1979 the group grew to include a counselor and three additional teachers new to the Heath School. Visitors also occasionally joined the group: teacher aides, the director of social studies, and the assistant superintendent.

There were a number of spinoffs from this weekly meeting group. During the spring, each of the teachers asked their students to choose four peers to represent their own class in a cross-grade meeting. These twenty students met every other Tuesday morning with the teachers for interclass meetings. On alternate weeks, the teachers met alone and discussed the dynamics, problems, and positive aspects of this cross-grade group. The teachers helped each other refine their own skills in facilitating discussions on a wide range of topics with students of different ages.

Changes took place in each of the classrooms so that each teacher now provides a time for discussing issues of concern to students. Meetings are held on making rules for classroom behavior, planning school or class events where responsibilities are assigned by the group, discussing friendship, and dealing with continuing fights between students.

Parents have been interested and supportive and have periodically requested that students meet to help solve a problem they have

identified. Some parents have asked to attend class meetings. Students decide on these requests. If the topic for discussion is personal for any student, they will probably deny the request; if not, an invitation is extended.

Teachers from the Tuesday morning group have also set out to try specific projects with their individual classes. One focused attention on some of the learning blocks faced by his second graders. Together they identified learning "monsters", giving students a new vehicle for discussing fears and insecurities which impede learning.

These teachers have also assumed more leadership in the school at large. A "Library Council" was organized by one of the Tuesday morning group with the school librarian. Students representing each of the classes in this K-8 school meet on a regular basis to make decisions about library policy. The intent is to help students make the library a place for active learning. This council fosters communication and cooperation between students of different ages and grades.

The teacher support group has re-energized the participants individually and collectively by providing them with a consistent forum and support structure. They readily admit that to refine their existing skills and to take new risks, they need support and sustenance. Their own creation of this no-cost model has enabled them to become active learners both as individuals and as a group.

NATICK ELEMENTARY GUIDANCE INSERVICE PROGRAM

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Teachers' professional support groups share characteristics of self-help and initiation. They are usually small enough to maintain direct and personal communication among participants. The structure and focus of these groups differ widely. This profile describes a support group formed by elementary school counselors for sharing information, interests, problems and successes. Their focus is the development of a system-wide counseling program. The K-12 guidance and counseling program in Natick was a finalist in the selection of national exemplary programs in guidance by the American School Counselors Association/American Personnel and Guidance Association.

Natick is a town west of Boston with a school system that has 5,873 students and 479 teachers. Like many other systems, it is in transition due to declining enrollments. A small elementary school closed in June, 1980 and reorganization is now underway to shift from junior high schools to a middle school and a four year high school.

The elementary counseling department began in 1965 with one counseling psychologist and grew to its present size in 1976. In the early years elementary counselors felt they were outsiders in the system, with no place and no space. They moved from school to school with little formal recognition of what they did. In response, they began the inservice program described here to provide themselves with the support, information, and resources they needed.

For the last five years, these one and one half hour Monday morning meetings have been a focal point in the lives of the seven elementary school counselors. Members bring problems for the group to help solve, or discuss innovative programs they are beginning or have seen. They help each other to initiate and build school-based programs, take new risks in responding to student problems, and locate available resources. For example, one counselor observed a career awareness program built into a fifth grade class in another system. This counselor discussed the program with the others on a Monday morning which, in turn, led to a similar program in a Natick school.

Aided by a large Pupil Personnel Department with back-up staff for core evaluations, these counselors focus on serving all children in the system. Each has considerable autonomy in planning his or her time: the Monday morning meeting is the one constant on all of their calendars. In addition to supporting each other, if any of them have a need for new resources or seek access to a town agency or service, they invite guest speakers and resource people to join with them on Mondays. By tapping community-based groups for resource people, counselors know whom to contact for various types of problems.

In addition, each of the seven counselors explores areas of particular interest. This allows them to serve as resources to each other and to teachers in the system. Their own interests are also discussed on Monday mornings. These diverse interests have included career education, leading guided imagery, processes of decision-making, and gifted and talented education. Attendance at conferences and workshops, and participation in professional organizations is encouraged by the Natick system and helps to enhance each counselor's expertise.

As a resource for the rest of the group, formally on Monday mornings and informally throughout the week, each counselor participates in

community and school activities. They radiate in all directions, coming together at their weekly meetings. One counselor, for example, chaired a committee to define the needs of children, parents, and staff for services that could be offered by the elementary counselors. The 1977-78 survey conducted by the committee involved all elementary parents and teachers in half of the second and fifth grades. A number of programs were offered during the subsequent two years. The committee, still active, reviews existing programs and reassesses needs.

Between five to eight student counselors from Boston University participate in the Monday morning group during the school year. The student counselors are graduate students in the Department of Counselor Education, and generally come to Natick with previous teaching or counseling experience. They are jointly supervised by Natick counselors and Boston University faculty. The faculty also join the Monday morning sessions periodically and help the Natick counselors keep abreast of the latest research, materials and techniques. These students and faculty expand the capacity of the guidance department and allow each counselor or student counselor the opportunity to pursue special interests.

The counselors also assist the staff development council (see PROGRAM ABSTRACTS) which offers inservice programs for teachers and parents. Counselors survey parents about their interests in subjects, convenient times (morning, midday, evening), and desirable formats (large group workshops, small continuing groups, or longer term courses). Offerings reflect the diversity of requests on the surveys. For example, a small group might consider the problems of the child from a divorced home; a larger one, alcohol or drug abuse.

The staff development council draws on the guidance counselors as a resource to promote the coordination of inservice for both faculty and staff. The counselors offer workshops, lectures, and demonstrations to the entire system and to other systems. Their activities beyond the school building resulted in a ten town counseling consortium formed through The Education Cooperative (see TEC in RESOURCES section).

Monday morning conferences remain a forum for planning and developing new projects and programs and for discussing ongoing concerns of the counselors. A drug and alcohol program, for example, has been planned for over two years and will be implemented in September, 1980. It has taken time, careful development, and the cooperation of multiple institutions and people.

The guidance staff has initiated many concrete programs and has taken a leadership role in pooling energy and resources in the region. Their own support system, which activates itself each Monday morning, serves as a constant source of revitalization.

PROJECT INTERSERV - ATTLEBORO

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Project Interserv is a collaborative project of teachers and administrators in staff development. Like similar staff development councils or inservice training teams, Interserv designs inservice activities in response to needs assessment and evaluation of existing inservice. Interserv staff, themselves former teachers, help teachers to develop onsite programs and write grant proposals; and trains them to be trainers and facilitators for other teachers. Participation in Interserv is voluntary. The quality of their offerings is attested by the high percentage of teachers who use Interserv activities for contracted inservice and/or university degree credits.

Attleboro is located in the southeastern region of the state, not far from Providence, Rhode Island. The school system has nine elementary schools, three middle schools, and a comprehensive high school with a vocational school. It is an urban environment with a heterogeneous population.

Several years of cooperative planning among teachers, curriculum specialists, and administrators led to Project Interserv, funded in 1975-76 by Title IV(C) for a three year period. The advisory committee to Interserv grew out of initial teacher involvement and has remained active throughout the years.

The advisory committee is composed of volunteer teacher representatives from each school in the system, and several administrators, totalling twenty-five members. They function as communication links between Interserv and the schools as well as creating relationships between schools. If new information has to be quickly disseminated, these teachers help spread the information. And conversely, if needs arise that require immediate response,

teachers carry the messages to Interserv.

Interserv's project director responds to an annual systemwide needs assessment and evaluation of inservice programs by designing new programs, locating resources, and matching them with needs. For example, if a group of teachers wishes to develop a small onsite program in a specific area, such as gifted and talented education, they ask for assistance from Interserv. Interserv then helps them focus on specific needs and program objectives, and locates resources to develop the program. In addition, they prescreen grant proposals so they may be coordinated in the system. Interserv's premise is that teachers should decide how to best fill their own needs.

Interserv's primary function is the training and retraining of staff. Interserv's staff, who are former teachers, train teachers to lead inservice programs. Each year teachers are surveyed and asked if they would like to act as trainers or facilitators. Volunteers are then trained for the new roles. For teachers providing these services, after school contractual hours (normally thirty) are credited so that for every training hour they are credited with two contractual hours. All participation in Interserv is voluntary and the thirty contracted after school hours per year for inservice may be fulfilled in a variety of ways. It is estimated that over seventy percent of Attleboro's teaching staff spend more than this time in Interserv offerings.

Parents are one of the greatest resources in this model. They have an advisory committee to Interserv composed of representatives from each school who serve as additional communication links. Parents also assess needs, obtain help in planning from Interserv, and have a calendar listing extensive offerings for parents' continuing

education and interest. Often teacher-initiated projects can lead to parent involvement and vice versa. For example, the dance residency (see PROGRAM ABSTRACTS) could not have begun without strong collaboration between parents and teachers.

Another project begun by a teacher was a monthly newsletter that provides up-to-date information on activities, and encourages teachers to share their ideas and successes through the newsletter. This was intended to supplement the catalog and calendar which list all prescheduled school events, including different task force meetings, inservice meetings, and festivities. After some time, the newsletter was seen as unnecessary but parents later established a very similar newsletter which they maintain.

Attleboro's school system extends the networking concepts of Interserv and is active in various collaboratives in the southeast region of the state. Sessions of the advisory council, and meetings between administrators, curriculum specialists, and Interserv staff take place on a regular basis at Project Spoke (a local four-system collaborative) away from the phone calls and pressures that abound in schools.

Interserv also operates a small center which is a quiet place where professional journals, books, and materials are kept. Teachers meet in each other's schools. They enjoy learning new techniques from seeing other displays and bulletin boards.

Universities and colleges throughout the state have joined with Interserv to offer degree-granting programs offered locally in Attleboro.

Although funded initially for a three year period, this project

was validated by Title IV(C)andreceived fourth year dissemination funds to provide assistance to school systems across the state. The Attleboro system, however, picked up the salary of the full-time director who coordinates the project. Next year, Title IV (C) minigrants will be available to other systems desiring assistance from Interserv staff.

The impact of Interserv is extensive. In addition to the other Massachusetts schools who have adapted parts of the model during the dissemination year, the staff has received requests from schools in neighboring states. The concept behind Interserv remains simple: the annual needs assessment leads to the location of resources to meet those needs. Participation by all system and system-related personnel strengthens communication among the schools, the administration, and the parents. Active participation in turn leads to a larger resource pool to draw upon in meeting specific needs.

SOUTH HADLEY STAFF DEVELOPMENT TEAM

Contact: Mark Reese
South Hadley Middle School
South Hadley, MA 01075
(413) 536-0718

Creating a professional development program which addresses needs and interests identified by teachers, is much more complicated in today's large and complex school systems than it was when teacher study groups were formed. For teachers today to actively design and implement staff development programs, they must decide what is to be learned and how to learn it. They must engage the cooperation and involvement of administrators and frequently, parents. This requires administrative skills in which teachers may need to be trained. The Hampshire Education Collaborative has trained over a half dozen inservice facilitation teams. Each has grown and taken shape in its own setting. South Hadley's is one of the original teams.

South Hadley is located in Western Massachusetts between Springfield and Amherst. It has a school system with 2,700 students, 210 teachers, eight elementary schools, one middle school, and one high school. The system is a member of the Hampshire Educational Collaborative (HEC) which serves thirteen systems in the Pioneer Valley.

The initial four, half-day workshops trained teams in needs assessment and evaluation techniques. Trainees over the years became trainers, and ran subsequent workshops to train new teams until nine of the member systems of the collaborative had inservice teams.

Teams are now in different stages of development and growth. New

teams and new members of experienced teams continue to undergo training. A newsletter connects all of them and HEC's resource file is now computerized. All member systems share in its use and can share resources with one another through it. These are positive indications of the growth and success of the HEC model.

In January of 1976 the superintendent invited four teachers, committed to working for better in-service programming through the educational association, to attend the training sessions sponsored by HEC. These teachers, joined by one administrator, took part in the training and became a committee which advised the school administration on professional development.

After the initial HEC training, the South Hadley team conducted a system-wide assessment to target specific teacher needs. Next, team members approached the school committee and obtained seed money to plan its first workshop in response to the needs. This first half-day workshop, conducted by the team in the spring of 1976, allowed teachers to choose their own activities.

Although the composition of the committee continues to change and the format of more extensive in-service programs varies, the system still provides a small budget for continuous planning, an annual needs assessment, and programming.

The inservice team meets regularly, rotating its meeting place among private homes of the members. New members are expected to assume responsibilities immediately, and are guided by experienced members who assist in planning an inservice series on an area of concern pinpointed by the needs assessments.

Team meetings are seen as focal points in the members' lives. They have begun to rely on one another as a support network. Team membership is voluntary, but to date, each school has continually had teacher representation. From a membership of four, the committee now numbers twenty.

Workshops and course offerings depend on the needs identified in the annual assessment and have included topics ranging from classroom management, individualization in reading, and techniques in teaching math, to stress and burnout. Each workshop or series is evaluated by participants. Recently, South Hadley, along with many systems for whom declining enrollment is a persistent reality, released a large number of the teaching force. When this occurred, the South Hadley Staff Development Team responded quickly with a workshop on the retraining of teachers. The workshop was attended by approximately half of the system's staff and was extremely well evaluated.

Since the beginning, the South Hadley Staff Development Team and Advisory Committee has been controlled by teachers. Teacher initiated, the team also encouraged participation by administrators. Originally, this team was an outgrowth of the educational association and the school administration and has performed a diversity of roles. Tension has arisen occasionally because the committee has been divided by differing priorities of staff and administrators, but these tensions have remained minimal. A most recent change has led to a new independent status for the team which allows for the inclusion of representatives from both the school committee and the educational association.

South Hadley is fortunate to have many resources. Situated close to the University of Massachusetts and a large number of private colleges, educational opportunities for South Hadley's staff and

administration abound. Experts in numerous areas are available, and links to credit-granting inservice courses are easily established. Cooperation with HEC still provides energy and opportunities for members to share ideas and resources with other systems in the collaborative.

At present, the team is planning to publish an annual booklet listing courses and other relevant training options throughout the region.

There has been substantial spinoff directly into the system from the activities sponsored by the team. Workshops such as one on teacher effectiveness training provided ideas and techniques still in use. Other programs have responded well to politically sensitive issues such as "supervision." This led to the creation of a new supervision model now used in South Hadley schools.

Additional impact of the model comes from training team members to assess needs and successfully present ideas for writing grant proposals. In 1979, South Hadley's fourth and fifth grade teachers wrote a successful proposal for a three year Title IV (C) project for gifted and talented education.

Only a fraction of the team's most dramatic changes have been portrayed in this profile. Personal changes are not as easy to describe, but have a basic impact on the system: a sense of commitment, of sharing, of mutual support; and the feeling of being involved, re-energized, and motivated.

WALTHAM WRITING PROJECT

Contact: Barbara Krysiak
English Department
Waltham High School
617 Lexington Street
Waltham, MA 02154
(617) 893-8050 x 241

Teachers are more than technicians, they are continuing learners. In pursuit of better ways to teach, teachers frequently discover that they must better understand their own learning needs and those of their students. Experiencing high risk, unfamiliar learning situations and developing ways to facilitate their own learning in these settings, are ways of developing that understanding. In the writing project described here, teachers deepened their understanding of the learning needs of their students while they improved their own writing skills.

The city of Waltham, west of Boston, is an urban area with a heterogeneous community. The school system is large, with 8,474 students and 729 teachers. At present there are nine elementary schools, three junior highs and one high school.

The English department has a language arts group, composed of teachers from different schools in the system, who continually examine, revise, and create updated curriculum. This group has met regularly for the past five years. This writing project grew out of these meetings.

During the summer of 1979 the Waltham English Department offered a three day workshop in "Evaluating Student Writing" for K-8 teachers. These workshops were designed so that teachers would go through the writing process themselves, in order to better understand the writing problems of their students.

Unprepared for writing, teachers were uncomfortable on the first day of the workshop, but during the next several days they became extremely

involved. They discovered new things about learning as they themselves became learners. One sixth grade teacher found he needed isolation from the group to successfully put anything on paper. With this came the realization that some of his students might also need specific environmental adjustments to help them succeed.

At the close of the workshop several teachers wanted more time to continue what had begun. Some of the participants joined the ongoing language arts group. Expressing a desire to continue expanding on their writing work, two teachers, in collaboration with the English director, wrote a successful proposal to the Commonwealth Inservice Institute. This allowed them to create a series of seminars, consisting of eight three-hour after school sessions, open to all teachers and administrators.

The first seminar group had a cross-section of teachers and administrators among its seventeen participants. The forty-five who enrolled in the three seminars had representatives from building administrators; elementary teachers; science, music, and mathematics teachers; and English and social studies teachers. A communications network crossing schools and disciplines began.

In each of the three groups, decisions on content and focus were made by the participants. They evaluated their own workshops and revised them as appropriate. The English director was asked not to be present in groups where teachers she would be evaluating were enrolled.

In retrospect it was felt that a group of seventeen participants was too large for a task that required risk taking for success. Subsequent groups decided that thirteen to fifteen members was the optimal size.

Initially, teachers found the lack of specific content assignments to be difficult. Once a piece was written the group worked together in criticizing it, utilizing holistic assessment techniques. Ground rules were established that required one positive statement for three critical comments. The groups became support systems for the teachers, preparing participants to take the risks that are inherent in any writing assignment.

All three groups had different experiences. The only constant was the cookies and coffee served at the beginning of each meeting. A total of forty-five people helped build the next steps, and the evaluations led to recognition of previously unnoticed constraints. It was found, for example, that the most effective time to introduce new ideas and to begin seminars was before Christmas vacation. The last sessions which began in February and ended in April were affected by vacations and the concerns of reduction in the teaching force. Another finding from the evaluations was that the teachers would have preferred to begin with more structure in the writing experience and progress to less structure as peer support networks grew.

Individual teachers found that they became very interested in specific aspects of writing and have requested that next year's program include topics such as poetry and children's literature.

The major change taking place is the increased self-esteem of teachers who previously felt they could not write, and now know they can. One sixth grade teacher who previously felt insecure in his writing skills, ran a writing contest for fifth and sixth graders. This contest included holistic assessment of the papers.

Participating students were sent formal letters of recognition. Writing samples are posted in the school committee's chambers in order to provide high visibility for writing as a communication vehicle.

Teachers from the writing seminars have motivated other teachers to become interested in writing. Those who are also involved in the language arts group have been conducting system-wide workshops for other teachers on the holistic approach to writing. The English supervisor now sends out a weekly newsletter which keeps communication channels between teachers and administrators open. It suggests reading materials and includes ideas from teachers.

The sense of empowerment of teachers is evident in their own actions: a science teacher is better able to help students write laboratory reports; a mathematics teacher has learned that articulation, previously difficult for him, is easier and more gratifying through the pen. Teachers plan to produce a magazine that features work by both students and teachers alike as a way to highlight writing achievements.

WORCESTER TEACHER TRAINING MODEL

Contact: Barbara A. Boschert
Staff Development Office
Worcester School Department
20 Irving Street
Worcester, MA 01609
(617) 798-2521

However adequate preservice training may be, learning how to teach seems to be largely a matter of practice. The best sources of good teaching, therefore, are often experienced teachers themselves. This profile shows how a system uses experienced teachers as resources and advisors to other teachers in a major development project.

Situated in the central part of the state, Worcester has a large urban school system with forty-nine elementary schools, six middle and junior high schools, and four high schools. A total of 1,904 teachers serve the 23,883 students in the system.

In 1978, after a decade of extensive inservice programming, the Worcester School Committee released three teachers on full pay to serve as teacher trainers, at the request of the school department's staff development office (directed by a former teacher). Each teacher was responsible for a specific area of content, and for one specialization: mainstreaming, individualization, or human relations and ethnicity. The three positions were funded for two year cycles.

The teacher trainers begin each school year by attending conferences and inservice days and presenting what they can offer to other teachers. They attend training sessions for new teachers entering the system. Any teacher can request their services. Presently there are far more requests than time to fill them--one evidence

of need, and of success.

Each of the three teacher trainers sets his or her own schedule and priorities. This flexibility encourages each to capitalize on strengths. One teacher trainer, at the request of a principal, worked on a regular basis during the year with all of the seventh and eighth grade teams of teachers in a middle school. This trainer was asked to help the teachers identify necessary skills in special education and mainstreaming. Once this was accomplished, the teachers wrote a Commonwealth Inservice Institute proposal which was funded for a long term inservice program on solving problems associated with mainstreaming.

Experience has shown that once one teacher in a school requests assistance, there is a snowball effect and others ask for help. The teacher trainer then networks these teachers so that they can help each other in his or her absence, and can continue working together after the teacher trainer is gone.

Although identified with specific areas of content, teacher trainers promote an interdisciplinary focus. For example, the teacher trainer in mainstreaming has spent a great deal of time effectively bridging the schism between special education and regular classroom teachers in a number of elementary schools, and the middle school previously described. This work helps teachers identify how curriculum modifications can be made.

A primary job of the trainers has been to identify and utilize the resources that abound in the Worcester area. A key aspect of their job is creating links between the needs of the teachers and the resources to address those needs.

The recycle center, located in a former elementary school building, is staffed by a parent volunteer. This center is open two days a week to provide teachers with real, manipulative materials and objects for the classroom, free of charge. The recycle center collaborates with more than eighty-two manufacturers and suppliers in the Greater Worcester area offering teachers an ever-changing treasure of clear and colored contact paper; bins and boxes of foam and fabric; wood; supplies of paper in various textures, sizes and colors; small and large masonite pieces; string; yarn; and a wealth of other unusual and stimulating recycled materials.

In exchange for the use of materials, teachers are asked to return examples of products made with the materials to the center. This provides a constant regeneration of ideas throughout the system, for teachers from all schools use the recycle center. Teacher trainers have also introduced teachers to this center by going with them to pick out supplies for a specific project.

The media center, located in the same building, has both equipment and technical expertise available for use by the Worcester Public Schools staff. Trainers accompany teachers who need to locate materials, or want to learn to use a specific machine. Teachers receive training right at the center.

Universities, colleges, and cultural institutions provide other opportunities for trainers. Their networking is also formalized in the SHARE AND EXCHANGE newsletter, edited by one of the trainers. This newsletter describes resources available for classroom teachers, and also includes articles by them about programs and activities in their own schools.

Another unique aspect of this program is the support it receives from the school committee, the administration, and the teachers themselves. As the next cycle is about to begin, applications from about fifty teachers within the system for the trainer positions indicate how much the program is valued.

One of the key features of this program is its flexibility in meeting changing needs and resources. The snowball effects of several changes initiated jointly by trainer and classroom teacher have been described. What cannot be shown in words is the vitality this model brings into the entire school system as it slowly empowers teachers to learn, to initiate new activities and, in turn, to become resources for other teachers.

SECTION II
PROGRAM ABSTRACTS

These abstracts further reflect the diversity of staff development activities in Massachusetts. They offer a variety of programs and ideas which other educators may want to adapt to their own settings. The information to the right of the address describes the school or setting for the program. Further information is available from each program directly. The abstracts are organized alphabetically by content.

Career Education

Contact: Ralph Morganelli
West Middle School
Corthell Avenue
Whitman, MA 02382
(617) 447-6997

System:
165 teachers
2,400 students

This project began in 1975 when a committee representing the district's three local school systems conducted research, assessed needs, and identified resources. They contacted parents and community members and began designing an inservice program. The program focused on bringing career education into the classroom through the regular curriculum. Inservice activities included visits to community business and industrial sites. Professional and local industry representatives were speakers at some of the sessions. A shortened program was designed for librarians.

The program was funded last year by a grant of $1,600 from the Commonwealth Inservice Institute. One outcome of the inservice sessions is the adoption of Title IV(C) Project Bicep, which will extend the career education program.

Classroom Management in a Multicultural School

Contact: Pat Tabors
Webster School
15 Upton Street
Cambridge, MA 02139
(617) 498-9272

School:
30 teachers
236 students

The classroom management program at the Webster School evolved from discussions in faculty meetings about disciplinary problems and techniques. Two Cambridge psychologists were invited to lecture, and from those sessions an inservice proposal for a course in reality therapy techniques was written. Sessions were conducted as a step-by-step approach to Glasser's reality therapy and combined lectures, discussions, tapes, and movies.[1] Fifteen of the school's teachers participated during the ten week course. Lesley College and district inservice credit were available. A $1,200 Commonwealth Inservice Institute grant covered the costs.

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[1]William Glasser, M.D., Reality Therapy (New York: Perennial Library; Harper and Row, 1975).

Conversational Spanish: Northeast Regional Vocational School

Contact: Ken Alpert
Northeast Regional Vocational School
Hemlock Road
Wakefield, MA 01880
(617) 246-0810

School:
150 teachers
1,303 students

The Conversational Spanish project was initiated by teachers at the Northeast Regional Vocational School to prepare them to better meet the needs of the growing number of Hispanic students. This concern was translated into a program that emphasized oral, rather than written Spanish, and combined conversations with general informal give and take. At the beginning twenty-six teachers participated, but they were joined by additional staff, including administrative and clerical staff. A Commonwealth Inservice Institute grant of $3,090 covered materials and instruction fees. A local Spanish teacher served as the trainer.

Conversational Spanish: Washington School, Lynn

Contact: Sandra Rick
Washington School
58 Blossom Street
Lynn, MA 01902
(617) 592-1463

System:
813 teachers
13,946 students

Teachers in Lynn were concerned about their inability to communicate with parents of their bilingual students. They invited parents to address the group about their communication problems with teachers. Subsequently, study focused on listening and speaking skills, with some written homework.

The fifteen week course consisted of weekly two hour after school sessions. One hundred teachers, in groups of twenty-five, participated and received inservice credit. Collaborative funding of a $1,500 Commonwealth Inservice Institute grant, a $1,500 school committee grant, and other smaller monies covered the fees of the three Spanish-speaking Lynn teachers who served as trainers.

The conversational Spanish course gave bilingual parents the opportunity to address the group about communicating their problems to teachers.

Creative Movement in the Elementary Classroom

Contact: Claire Mallette, Jan Thibodeau
Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703
(617) 222-1419

School:
30 teachers
561 students

The dance program was developed at the Hyman Fine School by two teachers who received their Master's degrees in dance through a collaboration between Project Interserv (see PROFILE section) and Lesley College. The program shared a dance residency with a North Attleboro school, and the ACME Dance Company, under the direction of James Cunningham. The goal of the project was to integrate movement into teaching styles and curriculum through heightened awareness of movement and dance. Nine teachers, each representing their own six teacher teams, were active participants in the training. Dancers worked intensely with twenty-four students as a demonstration model for teachers, presenting techniques and activities. Another 260 students were directly involved in this residency. In a second year, students' writing in the classroom will provide the base of the dance company's choreography. The school principal joined the two initiators in a summer dance workshop.

Project staff made systemwide presentations describing the program and the community-at-large participated in open Saturday morning dance workshops. Project directors offered training in the arts through Interserv to both Attleboro and neighboring system teachers.

Community support was an integral part of this program with parents raising over $2,000 to match the $2,000 of funds from the National Endowment for the Arts.

Next year a full dance residency, plus a writer-in-residence will be funded through the National Endowment for the Arts, the Commonwealth Inservice Institute, the Artist's Foundation, and matching funds raised by parents.

Gifted and Talented Education

Contact: Kenneth Eckberg
Deer Hill School
206 Schier Street
Cohasset, MA 02025
(617) 383-6115

Two schools:
31 teachers
770 students

Thirty teachers from the Deer Hill and Osgood schools participated in this course, designed to improve identification procedures and broaden staff and community appreciation of giftedness. The Renzulli Enrichment Model was used as formal lectures were combined with ten to twelve hours of on-site work with consultants.[1] Fifty-five parents took a concurrent three-day workshop.

Twelve weeks of three-hour weekly meetings after school were conducted by outside consultants. Bridgewater State College credit was offered. $1,700 in Commonwealth Inservice Institute funds and approximately $900 in school funds covered the costs.

Integrating Arts into the Elementary Curriculum

Contact: Kyle James
Quabbin Regional School District
Henry Woods Building
Barre, MA 01005
(617) 882-3392

Four participating schools:
69 teachers
1,059 students

The Arts Council of Franklin County offers dissemination funds to schools wishing to emphasize the arts and oversees the integrated arts program. A regional CETA worker and two teachers in the Quabbin district identified needs, resources, and areas of interest in the school curriculum. Ten teachers(K-6) created "kits" that help teachers integrate the arts. Examples include: The Magical Forest, (working with wood products and forestry), Fibers and Fabrics (transforming raw materials and the structure of synthetics), and Creative Dramatics. Each kit includes materials and resource guides.

Ten ninety-minute meetings after school each week formed this inservice course. Teachers also kept journals, gathered materials, and designed activities for kits. A $1,275 Commonwealth Inservice Institute grant from the French River Teacher Center, combined with dissemination funds from the Arts Council of Franklin County, paid for materials and a consultant.

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[1]Joseph S. Renzulli teaches at the University of Connecticut and has authored several articles and publications on the identification of giftedness.

Mainstreaming Students With Special Needs

Contact: Virginia Chalmers
Martin Luther King School
100 Putnam Avenue
Cambridge, Mass. 02139
(617) 498-9263

School:
60 teachers
560 students

The school's Parent/Staff Policy Board and a special education consultant developed a model for mainstreaming special needs students into the open program of the Martin Luther King School--an alternative magnet program. A week long seminar, funded by the Cambridge School Department, combined lectures and discussions. During the academic year, "child study" meetings were held every third week and focused on individual case studies, problems, and methodology. On-site consultation was available to teachers. Seven teachers, six assistant teachers, tutors, and other special education staff participated. The program involved 155 students.

A $1,500 Commonwealth Inservice Institute grant covered training fees and materials. A mental health consultant was the trainer, and inservice credit was available for the year-long program.

Middle School/Transition to Adolescence

Contact: Phil Dzialo
George Crittenden Building
Ashfield Street
Shelburne Falls, MA 01370
(413) 625-2555

System grades 5-8:
65 teachers
550 students

In 1976, teachers, parents, and administrators in a nine town area formed a committee to discuss the problems of transition from the small and intimate grammar schools to the large regional junior high school. The committee examined literature about fifth to eighth grade students and developed a profile of the educational, social, and psychological needs of this student population. From this study, the Conceptual Middle School project was developed to better meet student needs and ease the transition between schools through a reorganization of the region's six elementary schools, and the establishment of a middle school for grades 5-8.

The project's steering committee (composed of teachers, parents, and administrators) meets monthly, the implementation committee, weekly: both serve as forums for discussion and vehicles for implementation. Facilitators come both from within and outside of the system. Title IV(C)monies provide for transition planning, hiring, reorganization, and teacher training.

Music Inservice Workshops

Contact: Mary Healy, Supervisor of Music
North Andover Middle School
495 Main Street
Andover, MA 01845
(617) 687-2516

Elementary schools:
94 teachers
1,572 students

Music specialists in the Andover schools organized these workshops in order to share their skills with regular classroom teachers in the elementary schools. A survey of teachers revealed strong interest in learning more about music. They wanted to supplement their students' music education but lacked the skills. The music specialists organized workshops focusing on techniques that could be used by the teachers in their own classrooms including work with words, body movement, rhythms, and sounds.

Two three hour workshops focusing on the Kodaly method of training were attended by approximately sixty K-3 teachers. An outside consultant was paid by school system funds.

Public Health/Nutrition

Contact: Elaine Tortora
District V Schools
65 Bailey Street
Dorchester, MA 02124
(617) 288-6080

District V:
750 teachers
8,000 students

This district-wide program was started by teachers who had heard about a similar six-week program in a Dorchester middle school. The goals were to familiarize parents, teachers, and community members with aspects of health and nutrition, and to create a district-wide public health and nutrition curriculum for grades K through twelve. About seventy-five participants including teachers, parents, and community members attended lectures and demonstrations.

The fifteen-week format consisted of two-hour weekly meetings after school. Boston State College graduate credits were available to teachers, undergraduate credits available for parents. A $2,100 Commonwealth Inservice Institute grant covered materials and consultants. Two nutritionists from two neighborhood health centers were trainers and additional instruction came from a Title IV(C)project, "Learning for Life" (Newton), and the New England Dairy Association.

Resource Centers: Teacher Corps

Contact: Jean Esposito
20 Irving Street
Worcester, MA 01609
(617) 798-2521 x 60

Four Schools:
263 teachers
3,200 students

Like all Teacher Corps projects, this Worcester/University of Massachusetts, Amherst project focuses on staff development programs which improve school learning. One way this objective is implemented in Worcester is by establishing a resource center in each participating school.

These resource centers provide space and programs which draw parents and teachers together. Activities include workshops on teacher-parent communication and multi-cultural activities. Teacher Corps staff serve as classroom advisors, establishing direct and personalized contact with teachers in their classrooms. They also serve as resource people in linking pre-service and new teachers with experienced teachers. A bilingual team leader coordinates community and school involvement. All staff development activities are designed to increase teachers' ability to initiate professional development activities and to serve as peer trainers at other schools.

School Climate: Project TRY

Contact: Eileen Marland
Old Rochester Regional Junior High School
Marion Road
Mattapoisett, MA 02738
(617) 758-4928

School:
40 teachers
497 students

Counselors began TRY (Teacher Rejuvenation Year) to improve the school environment and teacher effectiveness by addressing specific needs, concerns, and interests through inservice training. Thirty-seven teachers participated in the training which included lectures, workshops, demonstrations, and small group activities. Topics included: reality therapy, behavior modification, role playing, mainstreaming, and educational skills in the business world. Future plans are to continue these beginnings with a "Parent Effectiveness Training" program for parents and teachers. Fifteen weeks of training were held after school and inservice credit was offered. Sessions were one and one half hours. A $2,500 Commonwealth Inservice Institute grant covered materials and the fees for six consultants.

Science in the Natural Environment and the Special Needs Child

Contact: Joan Huber
Prescott School
Groton, MA 01450
(617) 448-6040

School:
18 teachers
125 students

Groton teachers wanted to utilize their rural environment as a resource to integrate field experience with science and environmental studies. They believed that environmental education was important to all their students and felt that outdoor activities provided effective methods of mainstreaming the school's large population of special needs students. This program sought to systematically structure environmental activities into all curricula through training workshops and on-site consultation.

Eighteen to twenty teachers from the district (primarily nursery and kindergarten teachers) participated in five, two-hour workshops held after school. A $980 Commonwealth Inservice Institute grant covered project costs.

Sign Language

Contact: Pat Donato
Burgess Elementary School
Cedar Street
Sturbridge, MA 01566
(617) 347-7041

School:
50 teachers
723 students

Teaching American Sign Language was developed to train teachers to better serve the needs of a deaf, nonverbal child recently enrolled at the Burgess Elementary School, and to aid in the students' communication with the child. This project grew from an eight-year-old sensitivity training program emphasizing awareness of all aspects of communication to improve the school climate.

A $900 Commonwealth Inservice Institute grant covered materials and the fees of a consultant who is himself deaf. Ten workshops consisted of ninety minute weekly sessions after school. Half of the school's staff, eighty students, and local community groups, took part in learning the sign language. For teachers, one in-service credit was available.

Staff Development Council: Natick

Contact: Dan Mangini, Director of Staff Development
13 East Central Street
Natick, MA 01760
(617) 653-0550

System:
460 teachers
5,873 students

The Natick Staff Development Council coordinates staff development offerings for the Natick school system. The council, which was initiated in 1977, is composed of a representative group of teachers, librarians, and counselors who assess teacher, staff, and parent needs and coordinate inservice training for the district's fifteen schools. The council meets monthly and plans inservice programs for the eight release days. In also provides resources for on-site consultations upon request and for after school programs. Presently, resources are being computerized in a "bank," listing teachers with expertise in a particular area. Programs are often planned in conjunction with other groups in the system and the community (see profile on Natick's elementary counselors).

The council has developed and implemented several Commonwealth Inservice Institute grants, including ones on gifted and talented education and adaptive physical education.

Teacher Support Group

Contact: Kitty Boles, Alan Medville
Edward Devotion School
345 Harvard Street
Brookline, MA 02146
(617) 734-1111

School:
65 teachers
825 students

The "Pod" group at the Devotion School began in the fall of 1978 by a group of five teachers who met for two to three hours on Friday afternoons. This original group all taught in the same wing of the school, and began meeting as a mutual support group, discussing problems, students, curriculum, and other areas of interest. The group has grown to ten teachers who discuss similar subjects and also pool their resources for the benefit of the entire school. During the first year, the group ran a support program for its members by observing each other's classes. This decreased the isolation of teachers who shared their observations with the group, offering friendly feedback, suggestions, and support.

The "Pod" has been the source of various interclass projects. In the past two years, they have organized a "Thanksgiving Feast" with their students preparing and serving the meal. A system of "Pod" reading has evolved in which teachers and students take a quiet time reading together. The "Pod" has run games for students and planned a Memorial Day program for the entire school. The group is now discussing the possibility of exchanging classes for a day. Most of all, teachers enjoy their exchange and the mutual support they have created.

SECTION III

RESOURCES

This section includes state, local and national organizations with experience in staff development. There are teacher centers, Teacher Corps projects, educational collaboratives and other groups that provide information, technical assistance, and/or funds. In addition, local colleges and universities have programs and people who can also assist in the design and implementation of inservice programs.

State Resources

Commonwealth Inservice Institute

Contact: Patricia Brown
Massachusetts Department of Education
31 St. James Avenue, Room 536
Boston, MA 02116

The Commonwealth Inservice Institute is based on the principles that inservice education is radically different from pre-service education, and that the most effective inservice education programs are those with a high degree of participant control. The initiative for inservice programs rests with school personnel who, as a group, have an objective and a plan to meet that objective through inservice education. This group should include all or most of the staff who will be directly affected by the changes the program is designed to bring about and all those in the school community (teachers, counselors, administrators, paraprofessionals, parents) whose active support is needed to make these changes.

The Institute provides funding for inservice programs which meet the following requirements:

1. are designed by and for school staff whose participation is voluntary;

2. are designed to improve classroom teaching or specific educational services in a school or department;

3. are actively supported by the school administration; and

4. meet local needs and promote state and federal priorities.

Institute funding operates through the Department of Education's six regional education centers and is overseen by subcommittees of the regional education councils the majority of whom are classroom teachers. Regional centers keep school systems informed of funding opportunities and assist groups who are interested in staff development. Proposals for funding are submitted to the regional centers. If you have a program which meets the above requirements, or if you would like further information, call the Institute staff member at one of the regional centers listed below:

Central Mass. Regional Center
(617) 835-6266

Greater Boston Regional Center
(617) 547-7472

Northeast Regional Center
(617) 727-0600

Pittsfield Regional Center
(413) 499-0745

Southeast Regional Center
(617) 947-3240

Springfield Regional Center
(413) 739-7271

Massachusetts Teachers Association

Contact: Fred Andelman
20 Ashburton Place
Boston, MA 02108
(617) 742-7950

The MTA has four programs available to all their local associations or individual members. These programs are offered statewide through the five regional offices.

1. The Office of Professional Development conducts workshops and seminars in areas of immediate concern to teachers. Staff keeps up to date so it can be responsive to requests for information and the latest concerns of members. Examples are stress, burn-out, and retraining.

2. PGEI (Post Graduate Educational Instruction) develops workshops and courses on a given theme. A steering committee of teachers helps identify areas of concern. Once identified, a teacher's planning committee with expertise in the area develops presentations stressing new techniques and activities.

3. MTA/Fitchburg State College Program offers individualized learning opportunities leading to a degree. Content can be school specific, system, or regionally determined.

4. The MTA works with teacher groups to help them design staff development programs and ease relationships between teachers and their school districts. They also offer consulting services which aid in proposal preparation.

Local Resources

Educational Collaboratives

Boston Area

EDUCATION COLLABORATIVE FOR GREATER BOSTON, INC. (EdCo)
Contact: Judith Opert Sandler
20 Kent Street
Brookline, MA 02146
(617) 738-5600

EdCo is an educational collaborative composed of fourteen school districts in the Greater Boston area. The collaborative is both grant and member supported. The EdCo professional development staff is assisted by a professional development advisory committee composed of teachers and administrators from the member districts. This committee helps to identify interests of teachers not covered through other staff development options in the various school districts. In response to these expressed interests, EdCo plans lectures, seminars, courses, workshops, and conferences which are advertised to all 15,000 educators in the member districts through semiannual brochures. All activities are offered at a nominal fee. EdCo encourages a networking of resources among the fourteen districts.

Chelmsford

MERRIMACK EDUCATION CENTER
Contact: Jean Sanders
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985

The Merrimack Education Center (MEC) serves twenty-two towns in the Merrimack Valley. MEC offers services to teachers, administrators, and parents, in the form of specialty workshops, information services, consulting services, and leadership management. MEC maintains several resource files for inservice programs, such as the National Practice File, and a successful practice file on consultants. Consultants/trainers for inservice programs are either employed or hired by MEC. Inservice courses are offered for Fitchburg State College credit. MEC distributes administrative needs assessments and teacher questionnaires annually, and the MEC Inservice Commission meets on a monthly basis to plan inservice programs and to discuss priorities and needs.

Gardner

CAPS COLLABORATIVE
SPECIAL EDUCATION GRANT
Contact: Judy Hunt
CAPS Collaborative
160 Elm Street
Gardner, MA 01440
(617) 632-2208

The CAPS Collaborative is composed of seventeen towns who send their students with severe special needs to six programs within the district (approximately one hundred students). The collaborative responded to the need for inservice training by designing a program based on teacher designated areas of interest. These areas included behavioral management, sex education for students with special needs, parent-teacher relations, programming for mainstreaming, classroom management, and recent research. The project's goal is to meet expressed needs through the dissemination of information, workshops, discussions, and lectures.

Natick

THE EDUCATION COOPERATIVE (TEC)
Contact: Karen Carmean
c/o Memorial School
Eliot Street
S. Natick, MA 01760
(617) 237-3028

The Education Cooperative (TEC) is a collaborative of ten school systems (Dedham, Milford, Natick, Needham, Norwood, Walpole, Wayland, Wellesley, Weston, and Westwood) providing educational services to effectively meet the needs of teachers and students in member communities.

TEC offers direct services to parents and teachers, and provides inservice training to teachers in the form of short workshops, long courses, conferences, and consultation services. Examples of TEC projects include: research on middle schools and early adolescent development, "Planning for the 80's," and an artist-in-residence program planned by parents (see Natick profile).

Northampton

HAMPSHIRE EDUCATIONAL COLLABORATIVE (HEC)
Contact: Mary Alice Wilson
58 Pleasant Street
Northampton, MA 01060
(413) 586-4590

The Hampshire Educational Collaborative (HEC) is composed of eleven member systems in western Massachusetts. HEC is dedicated to the improvement of inservice education through the training and development of inservice facilitation teams in its member systems (see South Hadley profile). Six such teams have been trained by HEC and include Easthampton, Granby, Northampton, South Hadley, and Ware. The sixth team is in Greenfield (although not a collaborative member).

HEC houses a "resource bank" for use by its members that includes information about available grant monies and projects. HEC also publishes a monthly newsletter, "Inside Inservice" which lists HEC activities and area offerings available to all collaborative members. These include cross-system support groups around specific interests or content areas such as history, or teaching in resource rooms.

HEC has funds from Title IV(C), P.L. 94-142 and a grant from the Bureau of Education for the Handicapped (BEH).

Norton

PROJECT SPOKE
Contact: John A. Stefani, Director
37 West Main Street
Norton, MA 02766
(617) 285-7766

Project SPOKE serves four member systems: Easton, Foxboro, Mansfield, and Norton. The collaborative began in 1968 with membership funds. Services are also available to other systems. Attleboro and Wrentham have paid Project SPOKE for specific services. Facilities and resources include an extensive circulating film library, media facilities, and group meeting rooms (used extensively by member schools). The collaborative offers assistance in proposal writing and a number of federally funded projects have originated at Project SPOKE. Courses and workshops are available on site or within member school systems.

Teacher Centers

Teacher centers are places where participants, largely teachers, but including administrators, counselors, aides and sometimes parents, govern, design and implement their own staff development programs. They are characteristically informal places, located in or near a local school, with areas for work, meetings and resource materials.

Teacher centers vary according to local setting, organizational structure and program emphasis. However, they tend to share commonalities in educational belief and practice. For instance, centers respond to teachers' own definitions of their continuing learning needs by offering instruction and material support. Teachers develop, adapt, and elaborate curricula, individually and together, teaching and encouraging one another. Centers invite teachers to participate in the design of their professional development programs, working collegially with administrators, university staff and school committee members.

There are more than a dozen teacher centers in Massachusetts. Five centers are funded by the United States Department of Education Teachers Centers Program: Amherst Area Teacher Center, Boston District V Teacher Center, Easton Teachers' Center, French River Teacher Center, and the Nantucket Learning and Resource Center. In addition to common educational beliefs, they all share a particular governance structure, required in legislative regulations. Fifty-one percent of each policy board must be classroom teachers, including representatives of vocational and bilingual education. In addition, the policy board must include local school committee members, school administrators, and university school of education staff. This board sets policy, hires staff, and oversees the general operation of the center, all in collaboration with the local school district. This governance structure assures the relevance of the teacher center's program to the continuing learning needs of local educators.

While all federally funded teacher centers share this governing structure, their programs vary. Each has some similar activities, but the emphasis frequently differs, according to local needs and opportunities.

Amherst

AMHERST AREA TEACHER CENTER
Contact: Merrita Hruska, Director
Amherst Area Teacher Center
East Street School
Amherst, MA 01002
(413) 253-9363

The Amherst Area Teacher Center (AATC) is founded on the belief that teachers know what they need for their own professional and personal growth and development. Teachers have identified the six target areas: (1) pre-adolescent and adolescent needs, (2) multicultural and nonsexist issues, (3) writing skills, (4) leadership development, (5) school transition issues, and (6) parent/teacher communication. Each of the eleven schools also works on a priority area chosen to meet its own unique needs. Support is provided for a wide variety of activities and services. Provisions are made for workshops, university courses, and conferences. Teachers are encouraged to be resources to each other by leading workshops and conferences in their area of competency.

An incentive award system is an integral part of the program. Grants provide financial support for teachers to pursue projects of their own choosing and design. The scope of these projects is as diverse as the teachers themselves, and projects have included the development of curriculum units and kits, slide shows, catalogue systems; and visiting other classrooms.

Each school has a designated teacher center space and a teacher center representative visits each school regularly. The Amherst Area Teacher Center began operation in 1978.

Boston

BOSTON DISTRICT V TEACHER CENTER
Contact: Elaine Tortora, Director
Puritan Mall
Morrissey Blvd.
Dorchester, MA 02124
(617) 436-5845

The District V Teacher Center opened its doors in the summer of 1980. Facilities include a staffed media center, and room for group meetings and informal conversation. Plans call for a general purpose teacher center, which will offer a variety of inservice training options and other resources to District V schools. Inservice programs conducted by the District V Teacher Center include projects on academically talented students, writing individual educational plans, and a bilingual program for teachers.

The District V Teacher Center, funded in 1979, operates under a United States Department of Education teacher center grant.

Easton

THE EASTON TEACHERS'CENTER
Contact: Joanne Galipault, Director
Unionville Building
140 Washington Street
North Easton, MA 02356
(617) 238-4414

The Easton Teachers' Center is located in a quaint two-room schoolhouse, built in 1898 and maintained by the Easton school department. The center houses a meeting area, a recycle/materials production area, and a resource library which includes a community resource file. Services include publication of a monthly calendar and newsletter. This center, begun in 1979, was supported by a United States Department of Education planning grant. A system-wide needs assessment was conducted and a variety of program components were field tested and assessed. Currently in their first year of full operation, the center is developing programs in the areas of elementary science, classroom management, language arts and reading. The Easton Teachers' Center serves the 250 teachers and administrators.

Nantucket

NANTUCKET LEARNING AND RESOURCE CENTER
Contact: John D. Miller, Director
Vesper Lane
Nantucket, MA 02554
(617) 228-4612

The Nantucket Learning and Resource Center (NLRC) offers a variety of services to Nantucket school staff. Due to the small size of Nantucket Island, and the presence of a stable, closely knit, year-round population, there is a great deal of community involvement in the center.

NLRC provides seminars, workshops, and inservice courses; short-term classroom consultation services; and several innovative programs. These include a ropes course, field trips, and a "Guide on the Side" program which introduces teachers and students to natural science curricula. Currently, the center is working with the Nantucket school department to plan staff development programs based on teacher-identified priorities. A quarterly "NLRC Newsletter" and "The Nantucket School Bell" are published as a service to the community. NLRC houses a professional library and meeting room; and contains equipment for teacher's use, including audio visual materials, a darkroom, and laminating and printing equipment.

Oxford

FRENCH RIVER TEACHER CENTER
Contact: Robert Richardson, Director
Box 476
Oxford, MA 01537
(617) 987-0695

French River Teacher Center is located in a new solar heated building which offers space for expanded resources and activities. It offers a variety of programs for teachers, from short workshops and inservice courses to onsite consultation. The new facility has room for group meetings and an area for "make and take" workshops. Programs include a master's program in reading for Southbridge and Sturbridge educators conducted in collaboration with local universities.

In addition to United States Department of Education funding, sources of support include fees from courses, Title IV(C) and Commonwealth Inservice Institute monies.

Like federally funded teacher centers, other Massachusetts centers share the goal of participant control and design of staff development activities but they have different governing structures. A major difference is in their funding bases which may include local system or university support, plus program or research funds from consortiums, collaboratives, membership fees, private foundations, consultant contracts, and federal or state categorical funds. Program emphases also reflect local needs.

- The Teacher Center of Brookline has designed programs which address the needs of experienced teachers, published teacher articles about their classroom practices and staff development activities, and sponsored teacher-conducted research projects

- The English High Teacher Center is open to all teachers in the Boston area with a program particularly geared to secondary teachers. The program is organized in conjunction with the University of Massachusetts/Amherst and offers graduate credit.

- The Integrated Day Program at the University of Massachusetts/Amherst offers both pre-service and inservice programs with undergraduate and graduate degrees.

- The Teacher Center of Newton has two basic themes: teacher-led workshops, and bimonthly teachers' luncheons with presentations. It is staffed each year by a different teacher on a half-time basis.

- The North Shore Education Center (Beverly) serves public and non-public educators, parents and community members, providing a large recycle center with displays of materials used in classroom in addition to a monthly newsletter and "Doing Workshops" that translate theory into practice. They also have a resource library.

- The SEED Center conducts both short term workshops and longer term courses for which graduate credit is available. They have recently published a book "Teacher Centering: A Resource Guide" available at cost from the SEED Center, Crittendon Building, Ashford Street, Shelburne Falls, MA 01370.

Further information about Massachusetts teacher centers can be found in the Massachusetts Teacher Center Directory, available from the Massachusetts Department of Education, Division of Curriculum and Instruction, Room 536, 31 St. James Avenue, Boston, MA 02116.

Teacher Corps

Teacher Corps projects are federally funded five year educational programs for low income students. Their focus is on staff development to improve education within the local school system. Projects require university, local school system and community collaboration in the implementation of inservice training of teachers.

There are 132 Teacher Corps projects nationally. The four listed below are located in Massachusetts. Contact them for more information.

BOSTON STATE COLLEGE/BOSTON PUBLIC SCHOOLS TEACHER CORPS
Contact: Cleveland Clarke, Director
Boston State College
625 Huntington Avenue
Boston, MA 02115
(617) 731-2567

The four school sites of this collaboration are: the Jeremiah E. Burke High School, the Rochambeau Elementary School, the Oliver Wendell Holmes Middle School, and the Mather Elementary School.

LOWELL/LESLEY COLLEGE TEACHER CORPS
Contact: Alan Alson, Director
Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 868-9600 x 269

The Lowell schools involved in this Teacher Corps project are: the Green School (K-4), the Bartlett School (K-8), and Lowell High School (9-12).

NORTHEASTERN UNIVERSITY/BOSTON PUBLIC SCHOOLS TEACHER CORPS
Contact: John Norwood, Director
108 Dudley Street
Roxbury, MA 02119
(617) 427-0220

This collaborative project focuses on three public schools in Boston: the Blackstone Community School, the James P. Timilty Middle School, and Roxbury High School.

WORCESTER/UNIVERSITY OF MASSACHUSETTS AT AMHERST TEACHER CORPS
Contact: Jeannette P. Esposito, Director
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
(617) 798-2521 x 69

School sites for the Worcester/University of Massachusetts Teacher Corps are: Union Hill Elementary School, Worcester East Middle School, Harrington Way Junior High School, and North High School (see program abstract for details on this Teacher Corps project).

National Resources

The following groups support inservice training and staff development programs through conferences, meetings, publications, and networking. Write to any of them for specific information on their programs and services.

American Federation of Teachers
11 Dupont Circle
Washington, DC 20036

National Council of States on Inservice Education
123 Huntington Hall
Syracuse University
Syracuse, NY 13210

National Education Association
1201 16th Street, NW
Washington, DC 20036

National Staff Development Council
206 Oak Hill Drive
Oxford, OH 45056

Teachers' Centers' Exchange
1855 Folsom Street
San Francisco, CA 94103

United States Department of Education
Teacher Center Program, Allen Schmeider, Chief
Riviere Building
1832 M Street, NW
Washington, DC 20036

United States Department of Education
Teacher Corps
400 Maryland Avenue, SW
Washington, DC 20202

Other Resources

ADAPTIVE ENVIRONMENTS
Contact: Cora Beth Abel, Director
Katie Ahern
Massachusetts College of Art
26 Overland Street
Boston, MA 02215
(617) 266-2666

Adaptive Environments offers graduate level courses for teachers, parents, clinicians, and designers on adapting learning environments to the needs of children. They sponsor an annual spring three-day working conference with seminars and workshops, and recommend cost-effective curricula for on-the-job training. Intensive inservice training is also available upon request.

Adaptive Environments is a special project of the Bureau of Education for the Handicapped (BEH), Personnel Preparation Division through the Western Massachusetts Training Consortium in cooperation with the Massachusetts College of Art.

ARTS RESOURCE CENTER
Contact: Kate Rutherford, Director
The Arts Council of Franklin County
7 Franklin Street, Box 364
Greenfield, MA 01302
(413) 772-6811

This center's primary purpose is to broaden arts-related curricula in Franklin County by offering teachers a collection of materials and aids, including a lending library which is housed at the center. Workshops and inservice programs are conducted for Franklin County teachers, students, parents, and community residents. The center's resources for teachers include learning kits on photography, printing, artifacts, wood, sculpting, clay, sound, and color. Also available are five portfolios containing twelve reproductions each on "Family," "City and Country," and "Westward Ho!" The center has an "Artspace" which is a gallery for local artists and conducts workshops, lectures, films, and field trips around a "Discover the Arts" theme. The center was funded by Title IV(C) in 1976 and now disseminates information to schools (see Quabbin program abstract).

CHILDREN'S MUSEUM RESOURCE CENTER
Contact: Jim Zien, Director
Museum Wharf
300 Congress Street
Boston, MA 02210
(617) 426-6500

A variety of educational services and materials are available to teachers, students, and community members through the Children's Museum Resource Center. These include: (1) the Learning Collection--books, audio-visual materials, games, and toys related to six educational themes (cultural and ethnic groups, American social history, the urban environment, science, natural history, and child development); (2) the Kit Rental Department--offering learning activity kits on over seventy-five topics; (3) Recycle--a center of "factory throw aways"; (4) workshops and courses for teachers and students; and (5) educational development through collaboration with schools, cultural organizations, publishers, and others. The center works on a fee-for-service basis.

INSTITUTE FOR LEARNING AND TEACHING
Contact: Laura Cooper
University of Massachusetts
Boston, MA 02125
(617) 287-1900 x 2776

The Institute for Learning and Teaching offers multi-session courses and consulting services to teachers in the Greater Boston area. Programs are developed in response to needs voiced by teachers, both through the Institute's formal needs assessment and group requests. The Institute is funded through University and private funds.

Projects have included the Boston multicultural curriculum project, the Boston writing project, the citizenship education institute (in conjunction with the John F. Kennedy Library), a special education program for regular classroom teachers, and a teacher exchange program with Puerto Rico. Additional areas include magnet and gifted talented education.

TEACHERS' SEMINAR ON CHILDREN'S THINKING
Contact: Bill and Sara Hull
40 Reservoir Street
Cambridge, MA 02140
(617) 354-7042

These seminars were formed to provide a continuing study of children's thinking in the classroom. The first one was organized in 1972; others were started when the waiting list became too long, or when there was an interest in another part of the country. Members of different seminars keep in touch with each other through occasional meetings and a newsletter containing articles by participating teachers.

Seminar groups belonging to the network follow a set of guidelines. These include basing the discussions on specific instances provided by teachers, tape recording each meeting, and keeping a detailed written record in the form of Notes and Commentary. These are shared within each group and with the leaders of other groups. Participants maintain a disciplined focus on specific instances of children's activity such as a child's interaction with materials, other children, or projects. They share observations of the child's/children's thinking as it is expressed in activity. Participation is voluntary and is limited to ten teachers with only one from any given school. Seminars meet weekly during the school year, usually in the homes of the participants.